

**STATE OF LOUISIANA  
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONS  
CORRECTIONS SERVICES**

**Policy :  
No. B.2.7**

**21 July 2003**

**CLASSIFICATION, SENTENCING, AND SERVICE FUNCTIONS  
Classification  
YouthCARE - A Behavior Management System**

1. **AUTHORITY:** Secretary of the Department of Public Safety and Corrections as contained in Chapter 9 of Title 36.
2. **REFERENCES:** ACA Standards: 3-JTS-3C-01; 3-JTS-3C-05; 3-JTS-3E-01 (Juvenile Training Schools); Department Regulation Nos. B-02-002 "Assignment, Reassignment, Release and Discharge of Juveniles," B-02-003 "Offender Classification System;" Juvenile Settlement Agreement Paragraph 50 and the YouthCARE staff and youth manuals.
3. **PURPOSE:** The purpose of this regulation is to implement YouthCARE as part of the services and programs offered to youth within the Department of Public Safety and Corrections. YouthCARE is a behavior management system in which the staff provides a learning environment for the youth to grow and develop.
4. **APPLICABILITY:** Deputy Secretary, Assistant Secretary of the Office of Youth Development and Wardens of juvenile facilities are responsible for insuring compliance with the spirit and intent of YouthCARE.
5. **DEFINITIONS:**
  - A. Competence - Skills and job knowledge that a youth has in any given situation, or for any given task.
  - B. Commitment - The amount of motivation and or confidence the youth has to get the task accomplished.
  - C. Stage Review Meeting - Meeting held with Case Manager, Security, School representatives, Program Managers and youth to determine whether the youth is progressing in the YouthCARE system.
  - D. Stage Reduction - Reduced to a previous stage because of consistent and repeated failure to abide by responsibilities of the stage; consistent and repeated failure to comply with Behavior Improvement Plans to correct negative behavior. Transfer to another facility may require an adjustment period at a lower stage.

- E. Behavior Improvement Plans - A plan that states what behavior the youth needs to improve, and outlines ways for the youth to increase their competence and skill to change their behavior.
  - F. CORE Programs - Basic facility programs that will help the youth better understand themselves, i.e. anger management, substance abuse and social skills.
  - G. Individualized Intervention Plan - Treatment plan that addresses a youth's treatment needs.
  - H. Staff Intervention Style - One of four intervention styles (Directing, Coaching, Participating, Delegating) that staff specifically targets to one of four youth stages (Emerging, Adaptation, Transformation, Citizen) in order to facilitate a youth's progress through the YouthCARE system.
  - I. Supportive Behavior - Two-way communication; listens; provides support and encouragement; involves youth in decision making.
  - J. Community Meeting - A joint meeting between youth and designated staff conducted on the dorm/unit to discuss concerns and to address issues related to YouthCARE.
6. **POLICY:** It is the Secretary's policy to adopt and implement YouthCARE as a behavior management system within the programs and services offered to the youth throughout the secure juvenile facilities. YouthCARE shall be implemented in its entirety unless otherwise exempted by the Assistant Secretary of the Office of Youth Development.

Please Note: The contents of the YouthCARE manuals, including policies, procedures, and forms, cannot be revised or discontinued without the approval of the Assistant Secretary of the Office of Youth Development.

**7. PROCEDURES:**

**A. Admission Process**

- 1) Screening of youth at intake will follow normal procedures with assignment to YouthCARE dorms being made in the same manner as established procedures for housing assignments in dormitories not a part of the YouthCARE program.

- 2) The youth will be issued a YouthCARE youth manual and the system shall be explained orally and in writing to all youth during the intake and orientation process. The explanation will include discussion of the adverse effects on early release consideration that Schedule B disciplinary reports can have. Youth shall sign a statement acknowledging receipt of the YouthCARE Manual, and that he/she has been given some introduction to the YouthCARE System.
- 3) During the admission process, an initial stage review meeting will be conducted on all youth who are assigned to a YouthCARE dormitory. The "YouthCARE Data Input Form" (see Attachment A) will be completed at that time and entered into JIRMS. The youth will be evaluated and placed in the beginning stage of the YouthCARE system which is the Emerging Stage. Also, when a youth is transferred from another facility, even if he/she is far advanced in the stages of YouthCARE, he/she will spend a very brief amount of time in the first stage at the new placement for orientation before returning to his/her previous stage status.

**B. YouthCARE Stages**

- 1) YouthCARE is comprised of four developmental stages corresponding to the amount of competence and commitment each youth exhibits in a given situation. Stages are based on the youth's developmental level as defined by Hersey and Blanchard, "Situational Leadership Theory" and adolescent development theory (as developed by Glick et.al., 1983, 1999). The four stages of development in YouthCARE are Emerging, Adaptation, Transformation and Citizen.
- 2) Each stage is defined by designated colors to help identify youth as individuals within the stages. They are: Emerging (orange); Adaptation (yellow); Transformation (hunter green); and Citizen (white). Based upon staff assessment and placement of youth in the YouthCARE system, youth are granted specific privileges that correspond with demonstrated levels of responsibility.

**C. Stage Review and Stage Reduction Meetings**

- 1) The stage review meeting is a formal procedure used to assess whether the youth is ready to progress in a particular stage. Stage review meetings will be conducted on all youth even on those who are not progressing, at least every 90 days in conjunction with quarterly staffing.
- 2) The youth will have a Behavior Improvement Plan written to address behavior(s) impeding advancement. However, deserving youth will have a stage review meeting conducted anytime their behavior warrants.

3) Those who should be present at a Stage Review Meeting include:

- The youth's case manager;
- The Program Manager;
- Mental Health professional (as applicable-SMI/MR youth);
- School Social Worker/Psychologist (as applicable);
- Teacher, guidance counselor, or assistant principal;
- Correctional officer familiar with the youth; and
- The youth.

4) All Stage Review Meetings and Stage Reduction Meetings will be conducted in accordance with the procedures outlined in the YouthCARE staff manual. Stage Reduction Meetings should only be used when absolutely necessary.

**D. Behavior Improvement Plan**

A Behavior Improvement Plan (BIP) is designed to address specific youth behavior in order to correct negative behavior and encourage positive behavior. The BIP is not intended to be used as a disciplinary measure, but as a teaching tool to assist the youth in learning pro-social behaviors and to become more productive members of society.

**E. Basic CORE Programming**

The programs that are identified by staff for the youth to be involved in will be based on the youth's history and needs as identified on the Individual Intervention Plan. These programs include but are not limited to: cognitive behavior program; anger management; victim awareness; substance abuse education; social skills; pre-release preparation; parenting; moral reasoning; human sexuality; self awareness; and education.

**F. Special Accommodations**

Staff must ensure that youth diagnosed with special needs (such as mental illness, developmentally delayed, ADHD, etc.) are able to navigate through the stages of the program to the best of their abilities without being penalized for their disabilities. In addressing a special needs youth, it is essential to the youth's success in the system that staff actively and specifically establish what might be an acceptable accommodation to help achieve a goal (e.g. successful completion of the Behavior Improvement Plan, advancement to the next stage, attainment of privileges). Treatment staff can accomplish this by identifying specific, individualized goals within each level of the system for youth that need additional assistance. Steps to achieve the goal and/or obtain stage/level completion should be clearly designated and offer the youth opportunities to succeed, provided they complete the task within their capabilities. Refer to the YouthCARE staff manual for special accommodations.

G. YouthCARE Training

- 1) Training will be provided for all staff in the implementation of the YouthCARE system. As part of the training, staff will learn specific intervention styles based upon the "Situational Leadership Theory" developed by Hersey and Blanchard. The four staff management styles are achieved through a combination of two basic types of behavior - directive and supportive and are characterized as Directing, Coaching, Participation and Delegating. Staff will also learn to identify youth development stages, assess staff interaction styles, practice the YouthCARE system concepts learned through role play, small and large group activities and identify the YouthCARE system protocols and materials.
- 2) YouthCARE "**Blitz**" training is reinforcement training for YouthCARE. The training does not replace established YouthCARE training for youth or staff. The "**Blitz**" training is additional training through a different venue. "**Blitz**" training is done the first month (four weeks) of YouthCARE and once every three months thereafter to coincide with school quarters.
- 3) "**Blitz**" coordinates the activities of significant facility personnel (adult role models) to:
  - Bring about additional remedial YouthCARE training for youth;
  - Swiftly let youth know that YouthCARE is important; and
  - Present a consistent and concerted effort on the part of facility leaders and school staff to ensure the success of YouthCARE.

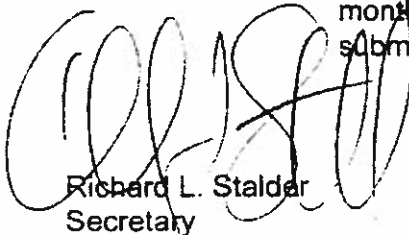
The Department believes the power of two significant adults at the facility presenting the YouthCARE information will be immeasurable.

The message that "**Blitz**" training will bring to the youth is twofold: 1) that all staff think the youth are important; and 2) the YouthCARE system is positive and effective. Refer to the YouthCARE "**Blitz**" manual for complete training materials and instructions.

H. Quality Assurance

- 1) Youth Programs and Performance Evaluation (YPPE) staff will monitor the progress of YouthCARE and be available to facility staff once per quarter. YPPE staff will also meet once per quarter with the designated quality assurance staff to discuss progress, concerns and provide support as needed.

- 2) A YouthCARE Quality Assurance Team is to be assembled for the purpose of monitoring, supporting and guiding the system. The team should meet a minimum of once per month and include representatives from each discipline. In addition to monitoring and guiding the system, some of the responsibilities of the team are to:
  - Identify and designate specific staff members who are available to answer questions regarding the system-communication styles, what to do with forms and suggestions regarding difficult youth;
  - Place boxes throughout the facility for staff and youth to drop off questions and suggestions about the program;
  - Develop flyers or handouts for parents informing them of the YouthCARE program; and
  - Meet regularly with youth leaders.
- 3) Youth are to be afforded the opportunity to select a "Youth Leader" who will represent them in meetings with the YouthCARE Quality Assurance Team. These "community meetings" will occur no less than twice per month. The meetings will be an opportunity for staff and youth to further a collaborative partnership in the YouthCARE system.
- 4) A Program Manager and/or staff member(s) identified by the YouthCare Quality Assurance Team is to attend each roll call to brief staff on different aspects of the YouthCARE, i.e. communication styles, documentation, etc. and to answer questions. Posters and flyers should be posted in the roll-call and training rooms to facilitate educational opportunities.
- 5.) The YouthCare Quality Assurance Team is to conduct a self-audit monthly. The results of the self-audit and corrective action plan is to be submitted to YPPE by the 10<sup>th</sup> of each month.



Richard L. Stalder  
Secretary

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Attachment A: YouthCARE Data Input Form